

Chapter 11 & 12 Study Guide: Motion & Forces Answer Key

Chapter 11: Motion

1. Define (include the formula and circle diagram for calculating speed, velocity, and acceleration):
 - a. Distance: The length between two objects or the length of the path traveled.
 - b. Speed: distance traveled by the time it took to travel. **speed = distance/time**
 - c. Velocity: distance traveled by the time it took to travel and the direction that you traveled in. **velocity = distance/time**
 - d. Acceleration: change in velocity or velocity over time. **acceleration = $\frac{velocity_{final} - velocity_{initial}}{time}$**
2. What is the speed of an object at rest? **0 m/s**
3. The difference between speed and velocity is that velocity includes **direction**.
4. The SI unit for distance is **meter (m)**.
5. The SI unit for speed or velocity is **meter per second (m/s)**.
6. The SI unit for acceleration is **meter per second squared (m/s²)**.
7. On a **distance-time** graph, what does the slope tell you? **Speed or Velocity**
8. On a **speed-time** graph, what does the slope tell you? **Acceleration**

Chapter 12: Forces

9. Describe (what does it say and what is it commonly called)
 - a. Newton's First law of Motion: **Also known as "Law of Inertia". Object in motion stays in motion and an object at rest stays at rest UNLESS acted upon by a NET FORCE.**
 - b. Newton's Second law of Motion: **$F = m \times a$. Force equals the product of an object's mass and acceleration. (Acceleration is equal to the force and inversely proportional to mass)**
 - c. Newton's Third law of Motion: **Also known as "Action/Reaction Law". For every action there is an equal and opposite reaction.**
10. Give **an example for each** of Newton's laws
 - a. Newton's First law of Motion: **boulder won't move unless something pushes on it, and the moon won't stop rotating unless a force acts on it.**
 - b. Newton's Second law of Motion **it takes more force to accelerate a school bus than a toy car.**
 - c. Newton's Third law of Motion: **my foot pushed on the ball (action force), the ball pushes back (reaction force) and fly's forward (resulting net force). OR when you sit in the desk you push down on the desk and the desk pushes on you but they are balanced so there is NO CHANGE in motion.**
11. Define and give an example of each of the following terms.

Definition	Example
a. Friction: force that opposes motion.	a. Friction: heat when rubbing hands together.
b. Static Friction: friction that prevents object from moving.	b. Static Friction: pushing against a dresser that won't move.
c. Sliding Friction: friction that occurs between objects sliding past each other.	c. Sliding Friction: going down a slide; dresser sliding across the floor.
d. Rolling Friction: friction that occurs between object rolling against another object.	d. Rolling Friction: roller skates on pavement; car driving on the road
e. Fluid Friction: friction that occurs in a fluid (Examples of Fluid: water, quicksand, air.)	e. Fluid Friction: falling leaves; fish swimming in water

Physical Science Concepts Answers Study Guide

Christian G. Meyer



Physical Science Concepts Answers Study Guide:

Resources for Teaching Middle School Science Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them *Resources for Teaching Middle School Science* developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of *Resources for Teaching Elementary School Science* the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind *Resources for Teaching Middle School Science* will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents

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Resources in Education, 2000-10 **Physics, , Student Study Guide** John D. Cutnell, Kenneth W. Johnson, 1997-09-04 Describes applications in medicine automobile features transportation home entertainment athletics household applications information processing detection devices camera technology and many more Contains numerous discussions and examples that focus on human physiology including muscle forces blood pressure the refraction of light by the eye and many others

Supervision for Quality Education in Science United States. Office of Education, 1962 **Physics for Scientists and Engineers Student Solutions Manual** David Mills, Charles Adler, 2003-04-04 This solutions manual for students provides answers to approximately 25 per cent of the text s end of chapter physics problems in the same format and with the same level of detail as the worked examples in the textbook *Student Study Guide & Selected Solutions Manual* David D.

Reid, 2007 **Research in Education**, 1974 *Catalog of Copyright Entries. Third Series* Library of Congress. Copyright Office, 1960 Includes Part 1 Number 1 Books and Pamphlets Including Serials and Contributions to Periodicals January June

X-kit Fet G11 Phys Science Physics Long, C, 2009 *The Publishers' Trade List Annual*, 1893 **Schaum's Outline of Beginning Physics II: Electricity and Magnetism, Optics, Modern Physics** Alvin Halpern, Erich Erlbach, 1998-06-22 This introductory physics text is suitable for first year undergraduates on physics courses as well as mathematics students needing to brush up on physics **Inquiry and the National Science Education Standards** National Research

Council, Center for Science, Mathematics, and Engineering Education, Committee on Development of an Addendum to the National Science Education Standards on Scientific Inquiry, 2000-05-03 Humans especially children are naturally curious Yet people often balk at the thought of learning science the eyes glazed over syndrome Teachers may find teaching science a major challenge in an era when science ranges from the hardly imaginable quark to the distant blazing quasar Inquiry and the National Science Education Standards is the book that educators have been waiting for a practical guide to teaching inquiry and teaching through inquiry as recommended by the National Science Education Standards This will be an important resource for educators who must help school boards parents and teachers understand why we can t teach the way we used to Inquiry refers to the diverse ways in which scientists study the natural world and in which students grasp science knowledge and the methods by which that knowledge is produced This book explains and illustrates how inquiry helps students learn science content master how to do science and understand the nature of science This book explores the dimensions of teaching and learning science as inquiry for K 12 students across a range of science topics Detailed examples

help clarify when teachers should use the inquiry based approach and how much structure guidance and coaching they should provide The book dispels myths that may have discouraged educators from the inquiry based approach and illuminates the subtle interplay between concepts processes and science as it is experienced in the classroom Inquiry and the National Science Education Standards shows how to bring the standards to life with features such as classroom vignettes exploring different kinds of inquiries for elementary middle and high school and Frequently Asked Questions for teachers responding to common concerns such as obtaining teaching supplies Turning to assessment the committee discusses why assessment is important looks at existing schemes and formats and addresses how to involve students in assessing their own learning achievements In addition this book discusses administrative assistance communication with parents appropriate teacher evaluation and other avenues to promoting and supporting this new teaching paradigm **School Life** ,1962

ENC Focus ,2001 **Success in the Urban Classroom** ,2002 **Classification & Adaptation: A Case Study: The Koala and Its Adaptations Gr. 5-8** Angela Wagner,2015-09-01 This is the chapter slice A Case Study The Koala and Its Adaptations from the full lesson plan Classification Adaptation What Do We Classify What is the difference between warm blooded and cold blooded animals Students will also learn to distinguish between vertebrates and invertebrates understand animal adaptation through a case study The Koala and Its Adaptations Even evolution and the fossil record making with hands on activities including How Important Are Thumbs The Lake Habitat Thermometer and A Day in the Life of a Paleontologist Our resource provides ready to use information and activities for remedial students using simplified language and vocabulary Science concepts are presented in a way that makes them more accessible to students and easier to understand Comprised of reading passages student activities test prep and color mini posters our resource can be used effectively for test prep whole class small group and independent work All of our content is aligned to your State Standards and are written to Bloom s Taxonomy and STEM initiatives *Physics* Biman Das,2006-06 Biman Das SUNY Potsdam This easy to carry 5 x 7 paperback contains a summary of the entire text including all key concepts and equations as well as tips and hints *Biology/science Materials* Carolina Biological Supply Company,1991

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